

GREENVILLE MIDDLE ACADEMY

339 Lowndes Avenue
Greenville, South Carolina 29607

GRADES 6-8 Middle School

ENROLLMENT 759 Students

PRINCIPAL Robert L. Palmer 864-241-3360

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

19

3

0

0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

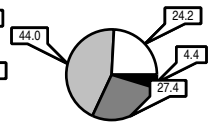
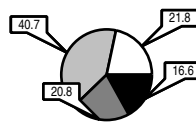
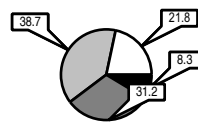
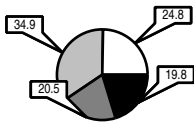
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	53	217	128
Percent satisfied with learning environment	88.7%	73.0%	80.2%
Percent satisfied with social and physical environment	78.8%	76.1%	65.1%
Percent satisfied with home-school relations	90.6%	87.8%	76.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	773	99.5	21.8	38.7	31.2	8.3	39.5	17.6
Gender								
Male	415	99.3	24.1	39.8	29.7	6.4	36.1	17.6
Female	358	99.7	19.2	37.4	32.9	10.5	43.4	17.6
Racial/Ethnic Group								
White	471	99.4	9.5	35.0	43.8	11.7	55.5	17.6
African-American	229	99.6	47.9	41.7	8.3	2.1	10.4	17.6
Asian/Pacific Islander	20	100.0	26.3	47.4	15.8	10.5	26.3	17.6
Hispanic	51	100.0	32.6	60.5	7.0	N/A	7.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	688	99.6	15.5	40.6	34.5	9.4	43.9	17.6
Disabled	85	98.8	72.7	23.4	3.9	N/A	3.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	773	99.5	21.8	38.7	31.2	8.3	39.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	773	99.5	21.2	38.8	31.6	8.4	40.1	17.6
Socio-Economic Status								
Subsidized meals	260	99.2	46.7	41.0	9.4	2.8	12.3	17.6
Full-pay meals	513	99.6	11.1	37.7	40.5	10.7	51.2	17.6

Mathematics								
All students	773	100.0	24.8	34.9	20.5	19.8	40.3	15.5
Gender								
Male	415	100.0	24.1	31.5	20.4	24.1	44.4	15.5
Female	358	100.0	25.7	38.8	20.6	14.9	35.5	15.5
Racial/Ethnic Group								
White	471	100.0	13.3	33.0	25.4	28.2	53.6	15.5
African-American	229	100.0	53.6	32.0	11.3	3.1	14.4	15.5
Asian/Pacific Islander	20	100.0	N/A	63.2	10.5	26.3	36.8	15.5
Hispanic	51	100.0	27.9	55.8	14.0	2.3	16.3	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	688	100.0	19.1	36.4	22.4	22.1	44.5	15.5
Disabled	85	100.0	70.9	22.8	5.1	1.3	6.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	773	100.0	24.8	34.9	20.5	19.8	40.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	773	100.0	24.3	34.9	20.7	20.0	40.8	15.5
Socio-Economic Status								
Subsidized meals	260	100.0	48.8	34.9	12.1	4.2	16.3	15.5
Full-pay meals	513	100.0	14.5	34.9	24.1	26.5	50.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	250	N/A	19.4	31.0	37.9	11.7	49.6
	Grade 7	217	N/A	12.7	37.6	34.3	15.5	49.8
	Grade 8	226	N/A	15.6	41.7	33.9	8.7	42.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	262	99.2	23.1	32.9	30.3	13.7	44.0
	Grade 7	262	99.6	17.8	40.9	37.2	4.0	41.3
	Grade 8	249	99.6	24.7	42.3	25.6	7.5	33.0

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	250	N/A	24.6	33.1	27.0	15.3	42.3
	Grade 7	217	N/A	28.2	35.7	17.8	18.3	36.2
	Grade 8	226	N/A	21.1	57.8	15.1	6.0	21.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	262	100.0	20.3	29.1	25.3	25.3	50.6
	Grade 7	262	100.0	21.0	32.7	23.0	23.4	46.4
	Grade 8	249	100.0	33.8	43.4	12.7	10.1	22.8

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 759)				
Students enrolled in high school credit courses (grades 7 & 8)	49.5%	Up from 35.7%	33.1%	14.4%
Retention rate	0.9%	Down from 3.2%	2.3%	2.3%
Attendance rate	96.3%	Down from 96.6%	95.3%	95.2%
Eligible for gifted and talented	30.4%	Up from 28.8%	24.1%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.4%	Down from 11.3%	11.1%	14.1%
Older than usual for grade	2.5%	Up from 2.2%	3.3%	4.9%
Suspended or expelled	1.4%	Up from 0.8%	2.2%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	52.2%	Up from 45.5%	51.1%	47.1%
Continuing contract teachers	89.1%	Up from 88.6%	84.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.7%	Down from 89.1%	87.3%	84.3%
Teacher attendance rate	98.3%	Down from 98.4%	95.4%	95.0%
Average teacher salary	\$41,833	Up 4.5%	\$40,937	\$39,924
Prof. development days/teacher	6.6 days	Down from 9.8 days	10.1 days	10.7 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio	25.6 to 1	Up from 24.9 to 1	21.9 to 1	21.0 to 1
Prime instructional time	94.0%	No change	90.0%	88.9%
Dollars spent per pupil*	\$5,014	Down 0.8%	\$5,422	\$5,854
Percent spent on teacher salaries*	63.4%	Up from 61.3%	64.7%	62.0%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	99.0%	Up from 96.5%	91.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Greenville Middle School Academy of Traditional Studies focuses on reading, writing, and vocabulary development across the curriculum and supports a strong liberal arts interdisciplinary curriculum. We emphasize vocabulary development as part of literature analysis and by close study of Latin and Greek stems. The library Media Center, which contains over 25,000 items for student checkout and research, supports Greenville Middle students as readers and researchers.

Greenville Middle defined our beliefs and mission by examining its existing School Renewal Plan and Greenville County's Guide for Educational Excellence: Priorities for Performance. This comprehensive process to build consensus involved all school stakeholders: teachers, administrators, support staff, parents, students, the School Improvement Committee and the local PTA Board. These study groups examined school profile data, student test data, and student, parent, and teacher opinions. Staff members also studied education research about teaching and learning, future trends and changing expectations in our world.

Greenville Middle School's mission is to cooperate with home and community to provide diverse, academically challenging, education experiences to prepare emerging adolescents to become self-directed, confident, life-long learners in a changing technological world and productive participants in a democratic society. Greenville Middle Academy monitors progress toward our mission. We examine norm-referenced and criterion referenced tests, catalog school, students, and teacher awards and achievements, conduct pre/post analyses of student, parent, and teacher surveys, collect samples of student and teacher work, and conduct regular classroom observations. Our findings and recommendations for continued growth can be found in the Greenville Middle School Portfolio. Parents and community members are invited to stop by the school and look through the Portfolio, on display in the front office, for specific information on topics from test results to parent and student surveys.

Greenville Middle Academy and its students received district, state, and national recognition. Our school has been designated a "Palmetto's Finest" school and an Exemplary Writing school by the state of South Carolina. Students have distinguished themselves in state and district contests. Greenville Middle boasts state winners in Junior Beta Club, Mathematics, Science, Strings, and Writing.

The success of Greenville Middle's academic program is reflected in recent test scores as well. PACT scores show continued progress toward our school goal of moving students out of the below basic category. Our students continue to score above both the district and state averages on the PACT test. Because the dynamics of our population changes yearly, Greenville Middle monitors school and student performance as well as opinion surveys yearly to maintain a mission that reflects the strengths and needs of our students. Greenville Middle continues to offer Greenville County students a desired learning and growing environment.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.